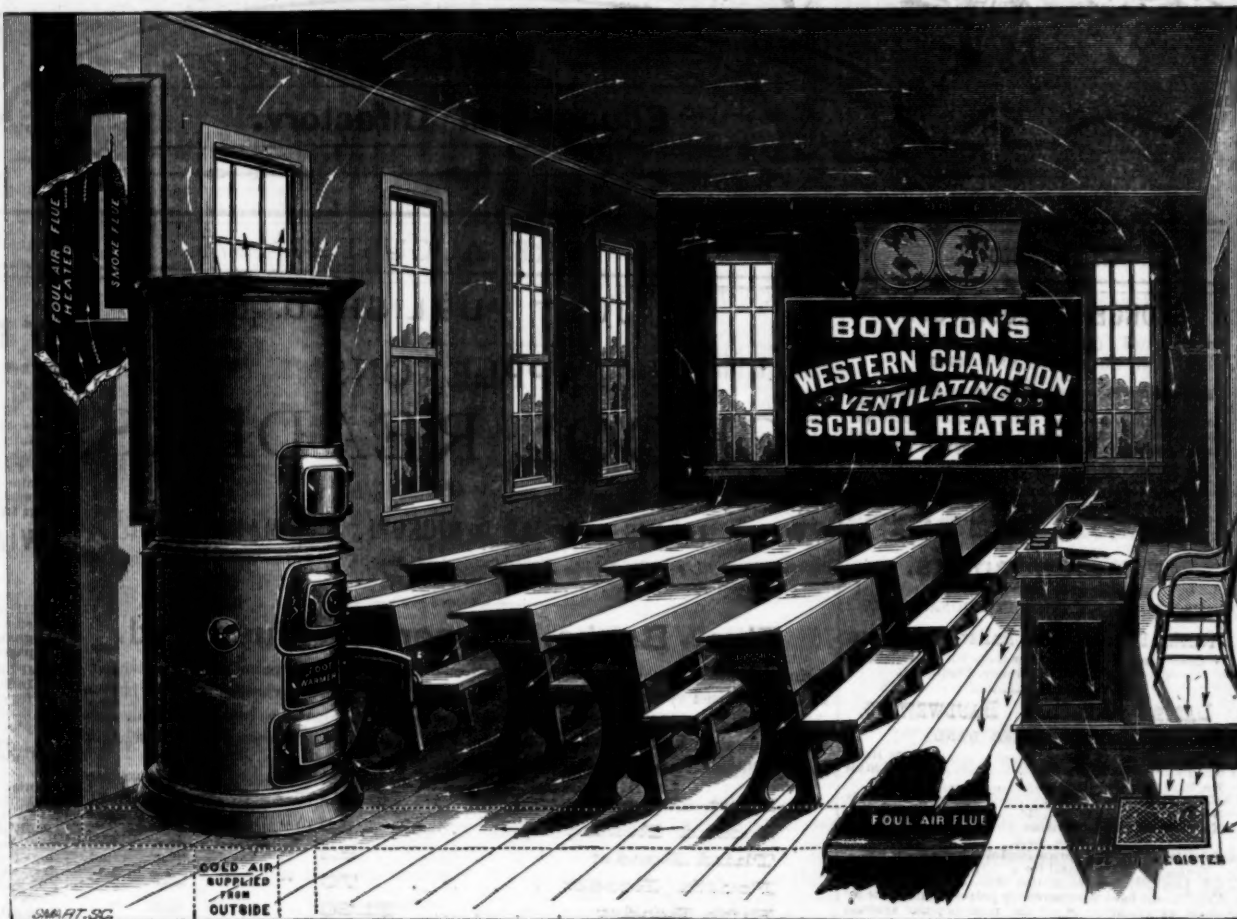


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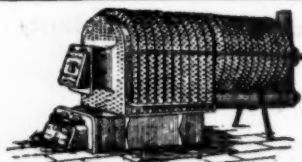
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TABLE OF CONTENTS.

| | |
|----------------------------------|-----------------|
| Advertisements..... | Page 1, 2, 3, 4 |
| The Higher Education..... | 5 |
| Attention to Teachers..... | 5 |
| In Memoriam..... | 5 |
| The Regents' Questions..... | 6 |
| The End of English Grammar..... | 7 |
| What is the Matter With Us?..... | 7 |
| Editorials..... | 8 |
| Natural Teacher..... | 8 |
| To Teachers..... | 8 |
| Book Department..... | 9 |
| Rev. Joseph Cook..... | 10 |

For the New York School Journal.

The Higher Education.

[By Carrie L. Johnson.]

Man, when an infant, is a helpless being, both mentally and physically. Wrapped up in his tiny form is a vast amount of power, which, when unfolded, will enable him to accomplish the purpose for which he was created. The process by which the powers of his body and mind are drawn out and trained, is called education.

This is begun in infancy. At first, the child knows of nothing beyond his animal wants, but the material world becomes to him a source of endless curiosity. He sees strange sights, and hears strange sounds, and learns the nature of the objects around him. As he advances in years he begins to look for causes and effects, and afterward to compare and reason. God has given him every means of improvement. "More servants wait on man than he'll take notice." His senses, prominent among which is the sense of sight, are his earliest educators, and they continue helpers to him through life. It is by the frequent use of them that the habit of observation is formed, which is the source of a great part of his knowledge. By its power he pries into the secrets of nature, and becomes interested in objects, of the existence of which, he was before wholly ignorant. By studying the structure and habits of animals, many useful lessons are learned. From the observation of the patience, and perseverance of a little spider, a great conquest was once achieved. Observation has led to many great inventions. Some attribute these to lucky accidents, as in the case of Galvani who discovered the principle of Electricity by convulsive movements of a frog's legs. To a careless spectator, there would have been no significance in those simple motions, in which the philosopher, by careful observation and careful study, discovered a principle which, in modern times, has led all to wonder at its power. The power of steam was discovered by observing the force with which it raised the tea-kettle. Under the head of observation, comes all the knowledge gained by travel. Our great naturalist, Agassiz, would have us put aside text-books entirely, and depend upon our senses as sources of information, and while this plan might be successful for minds like his, yet, to the ordinary student, the text-book is an invaluable aid. The majority of people have neither the time, nor the means to explore regions, and they may not possess the books from which to glean; but they appreciate the true value of the text-book, when they find the desired information given, classified, and illustrated.]

The periodicals, and the daily newspapers offer means of varied information, for, from these, we learn of new discoveries in science, new productions in literature and art, political news and the prominent subjects of the day. By reading these we inform ourselves of the affairs which concern people all over the globe.

Another means of education is absorption. As a sponge takes up water, and the roots of a plant take up moisture, and mineral matter, so one who is surrounded by educated people, if disposed, will gradually absorb knowledge, without a consciousness of the process by which he becomes its possessor. We wonder how it is that the boy who is always playing pranks ever learns anything. It certainly not by study, and it must be by absorption.

Our own experience often proves an unpleasant means of knowledge, and we find an agreeable substitute in the experience of others which is also indispensable, for it forewarns us of danger. We hardly realize how much we take for granted, in every day life, from the experience of others. It is the principle which forms the foundation of our government. By the successes and failures of other other governments, we learn how to perfect our own, and we, in our turn, have had experiences which will benefit future governments.

But education gained through the various means we have mentioned, will not suddenly bring us to the top of the ladder, it has merely shown us how to find the first round. It is like climbing one of our foot-hills, to find we have consumed much time and strength, but far above and beyond, are others yet to climb before we can command the view we would obtain.

All these means are but the foundation for future advancement. This foundation must be firm and of the best materials, else, when the structure is completed, the superficial strength on which it rests will be apparent, and we shall be exposed to the ridicule which justly belongs to that class whose only idea of culture is the ability to appear to be cultivated.

We have thus laid our foundation, and may go on to gather ideas from all sources which, as one writer says: "will percolate through the mind, as water through the soft rind of the earth, to form one mighty stream." This stream controls our future life. Everything is carried on by its irresistible power. And what shall be its destination? Our education is an incalculable power which, if rightly directed, will become a benefit to ourselves and to the world. Excellent facilities for the improvement of the mind are, at the present day, within the reach of every student. Numerous colleges and universities have freely opened their doors and stand ready to confer their benefits on all who seek them.

Knowledge, which it took scientists a life time of patient study to obtain, is laid at their feet. The works of the old masters are brought to the student of art and stimulate him to higher endeavor. He has the noblest thoughts of truly noble men, not only embodied on canvass and on marble, but they speak to his soul in the voices of melody and song.

Education may be compared to the sculptor before whom is placed the marble block. To his workmen he leaves the rough labor of hewing it into shape, but the conception of the master's mind is placed before them in the model, and his instructions guide their hand; but the completion of the statue must belong to the artist himself. From his studio it must come bearing the impress of the master's finish.

We feel that our present sphere is small, confinement in it irksome; and if we would enlarge its boundaries, we must increase our knowledge. We know that there may be a limit to this knowledge, but who has reached this limit and stands waiting to see and see what is beyond?

Our studies teach us there is a wider range beyond our present attainments, and the training to which we have

submitted, and which we are yet to receive, is to fit us for higher aims and greater efforts. As in nature, so in human life, there is a tendency toward perfection. The term perfection applies to our nature in its several phases—physical, mental, moral, and spiritual. Whatever then tends to a full and symmetrical development of our nature, must constitute the higher education.

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Attention to Teachers.

ROBERT A. TYSÖN.

Grand old Noah, not of the Ark, defines attention to be the energetic application of the mind to any object. He quotes from Reid, though who Reid was, deponent saith not; "Attention is a voluntary act; it requires an active exertion to begin and continue it; and it may be continued as long as we will." The specific object of the teacher's attention I hold to be his profession. His best view is had when he looks on it alone as separate from all other professions, as the applied science of training the human soul to its terrestrial uses. With this view clear in his mind, he is then prepared to see clearly its relations to other literary and professional lines of business. He sees that editing, and publishing, and book-binding, and book-writing, and preaching, and lecturing, and all the uses and arts of oratory, and printing, and painting, and sculpture, and architecture, and agriculture, and manufacturing, and government, and politics, and the chemic arts, and the whole societary movement are but subsidiary objects to his glorious profession of fitting the human to proper use in the best attainment of all human objects, inclusive of those above recited. And as his contemplation of his profession absorbs all his attention and rouses all his ambition to grasp its full and glorious completeness, what a grand vista of magnificence is outspread behind, around, and before him.

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"Death is the privilege of human nature,
And life without it were not worth our taking.
Thither the poor, the princes, and the mourner,
Fly for relief and lay their burdens down."—Rowe.

My heart is sick with other's woes; my soul is thrilling with sad notes which sadden other's souls, as I recall the memories of a dear one departed whose earthly life unbroken to-day would count its twenty-second birthday.

Mary P— was so fair and beautiful, so young and guileless like spring's fairest flowers of innocence. In reality she was a very child of simplicity and possessing charming, happy graces and gentle, loving feelings, thus winning many. And thus her infancy and childhood passed and quickly ripened into all the charms of girlhood, and life's dream to her became a reality.

Mary departed to other lands, in a far off clime 'mid strangers, to learn the lessons of use, and catch new ideas of the world. All at first was so full of novelty, seeming like happiness; for whilst she realized the wonders and richness of the old, and felt the strange coldness of a foreign land and people, her young heart blended with these feelings and caught new impressions of time and men. We often heard from her, and thus we dwelt securely fearing no ill.

"Ah, no, there was no great sorrow which could come near this idol of our hearts' affections? God is love and careth for each, and his blessings come unnumbered and thus—and thus no darkening ills could change this happy dream of present and future bliss for Mary."

A sudden knell of sadness came piercing this picture, a pang of sorrow like a fiend to perplex and torment. Her teacher wrote, "Mary was sick;" "a sudden cold;" "alight-ly delirious;" "hoping only temporary illness;" "would write per next steamer, trusting better tidings." We could not banish all fears, or tears, the dread omen would forbod-ingly vex thus, "away from home" with foreigners, "so young and timid like the young fawn." And then at times how wildly, furious would the heart beat's come, "longing to be with her, to minister to her fears, allay her sufferings."

Anxiously we waited a telegram! Oh, why did the let-ters thus delay. And thus would steal in soul flashes, heart misgivings, cruel fears, black doubts, and yet re-assured we said, all will—must go well with our Mary.

Oh how often do we thus strive to drive off the terrors, listen to hopes while dark, fearful realities are preparing to crush and wound us.

Again the postman came, with a letter. How quickly we tore the seal resolved to read good tidings only.

A blackness comes o'er us. We sicken with a sense of desolation. We gaze again upon the dark page, and read piteously the terrible words, "Your dear Mary is Dead." Stricken, wounded, we forget at first to mourn, only ques-tion (almost cursing) God's goodness, while we strive in vain to welcome this grim spectre of woe.

Thus even strong hearts sorrow in sudden bereavements. Oh, how much more keenly must a mother's soul feel this blow of anguish, a dear sister fall beneath this weight of misery? But "they will feel christian fortitude," "strive to see the best gleams of this dark thunder gust," and "know full well life's cares and ills;" while God is near us. "And thus we strive now to comfort the worse than lone, stricken, widowed mother; the more than wounded, frail, tendril sister." Oh, how we reason coldly while other hearts feel the piercing anguish.

As well might you ask the wild wind not to sigh mourn-ful dirges when the fierce storm beats, or the broken harp to sound joyously. Wounded hearts must mourn bereave-ments as the torn limb bleeds and dies, and it is thus through sorrow and afflictions that mortals forget the dull pleasures of earth and learn heavenly longings. And thus loving mother's and bereaved daughter's heart cries will be for their lost Mary's gone over to the Summer Land. And thus forever after thorough all life's joys and sorrows, there will come interblending visions of the loves of those dear departed; and at last when grown weary here, we may see with spirit vision these blest ones with a bright radiance of glory, gently wooing us to come away from life's ills and doubts to the Better Land.

We write of our Mary, the loved school girl, and our sor-rows, but all hearts must sooner or later have their sad memoriams and sing sorrowful requiems. We are pressing on so very near the Eternal Shores; our hour of depart-ure must come very soon. Our Mary was gentle, truth-ful, loving, and good. Death to her was a joy of gladness. Oh, how will it prove to other scholars and teachers—to you and me. Oh, answer these questions, Are we ready for this summons—for our Memoriams.

The Regents' Questions. (Preliminary.)

FOR THURSDAY, JUNE 6, 1878.
ARITHMETIC.

1. The Atlantic Cable cost as follows: 2500 miles at \$485 per mile; 10 miles deep sea cable, at \$1450 per mile; 25 miles shore ends at \$1250 per mile. What was the total cost?
2. What is the number which divided by 453 gives the quo-tient 307, and the remainder 109?
3. Which are the so called "Fundamental Rules" of Arith-metic, and (4) why are they so called?
5. What is a prime factor?
6. Find the prime factors of 2366.
7. A man working for \$2 a day, and paying \$4 a week for his board, saved \$72 in 10 weeks. How many week days was he idle?
8. What is a fractional unit?
9. Reduce 4-15, 5-75, 32-56 and $4\frac{1}{2}$ to the least common de-nominator.
10. From 28 16-63, subtract 3 9-14.
11. Divide 5-12×18-25 by $\frac{1}{2}\times\frac{3}{4}\times\frac{5}{6}\times\frac{7}{8}\times\frac{9}{10}\times\frac{11}{12}$.
12. Divide 46.1975 by 54.35.

13. From a hoghead of molasses, 28 gall. 2 qt. were drawn; what common fraction represents the part of a hhd. which re-mained?

14. What decimal part of a fathom is $3\frac{3}{4}$ ft.?

15. If the consequent be $3\frac{1}{4}$ and the ratio 7, what is the antecedent?

16. When are three numbers said to be proportional?

17. If a water pipe discharge 24 bbl. in 1 h. 14 m., in what time will it discharge 54 bbl.? (Solve by analysis.)

18. What is the cube root of 19.54, carried to 4 decimal places?

19. It cost \$95.60 to carpet a room 24×18 ft., how much will the same kind of carpet cost for a room 38×22 ft.? (Solve by proportion.)

20. What sum of money is that of which, if 80 p. c. be de-positied in bank, and 20 p. c. of this deposit be drawn, there will remain \$5760 in bank?

21. A lawyer collecting a note at a commission of 8 p. c. thereon, received \$6.80. What was the face of the note?

22. Bought stock at par, and sold it at 3 premium, thereby gaining \$750; how many shares of \$100 each did I buy?

23. What is the amount of \$16,941.20 for 1 yr. 7 mo. 28 da. at $4\frac{1}{4}$ p. c. simple interest?

24. An investment of \$7,266.28 yields \$744.7937 annually; what is the rate of interest?

25. In what time will \$273.51 amount to \$312.864 at 7 p. c. simple interest?

26. What is the difference between the interest and the dis-count of \$576, due 1 yr. 4 mo. hence at 6 p. c.

27. Three men gain \$2640, of which B is to have \$6 as often as C \$4 and A \$2; what is each one's share?

28. Find the square root of 10795.21.

29. What is the length of one side of a square piece of land containing 40 acres?

30. How is the true discount of a note found?

31. How is the bank discount of a note found?

32. How is the present worth of a note payable at a future time without interest, found?

GEOGRAPHY.

1—4. Define continent, peninsula, promontory, plateau.

5—6. Which continents are crossed by the tropic of Cancer, and which by the tropic of Capricorn?

7—8. Should a traveler go to the point on the earth's surface directly opposite Greenwich, in which hemispheres (northern or southern, and eastern or western), and in which great di- vision of land or of water, would he be?

9. Which of the six continents has the most irregular outline in proportion to its size?

10. Which pole is now in darkness? 11. When did it last pass into darkness, and (12) when will it again come into sun- light?

13—15. If the inclination of the earth's axis were to become 30°, what changes would the several zones undergo, as to ex- tent? Make a diagram or map of the zones, and insert dotted lines to show their extent on the supposition made.

16—18. Name three rivers each forming part of the bound- ary between the United States and some other division of North America.

19. Which is the most westerly of the lakes wholly within the State of New York, and (20) by what rivers do its waters reach the sea?

21—24. Name three rivers that empty into Lake Ontario on the side of New York, and one that empties into Lake Cham- plain.

25—29. What five State capitals east of the Mississippi river are in about the same latitude as Philadelphia? Draw a small outline map of these five States, in connection, and the location of their capitals.

30—31. To what two river systems do the rivers of Ohio belong?

32—34. Which three of the United States border on Lake Superior?

35. What country of South America touches both the Carri- bean Sea and the Pacific Ocean?

36. By what seas and (37) oceans is Africa chiefly bounded?

38. Name one of the large lakes regarded as sources of the Nile.

39—40. Name and describe two rivers of Asia.

GRAMMAR.

1. What is a sentence? 2. What are its parts?

3, 4. Define each part.

5. Write a sentence with one word in each part.

6. Write one with two words in each part.

7. What is analysis? Analyze the following sentences, using diagrams, if you can:

8. "The remedy will soon be in your power."

9. "My uncle Toby had not a heart to retaliate on a fly."

10. What are parts of speech?

11. Name and define two principal classes of nouns.

12. Give three examples of each class.

Name and define the classes of verbs:

13. As to form. 14. As to signification.

15, 17. Name and define the modifications of nouns.

18, 21. Name and define the modifications of verbs.

22. By what other kinds of words may a noun be modified?

23. By what, a verb?

24. To each of the nouns in the answers to Q. 12, as sub- ject, annex a proper predicate.

25. What modifications does the adjective have?

26. How do you determine the number and person of a verb?

27. What person has a verb in the imperative mood?

28. How does the subjunctive mood differ from the indica- tive?

(In parsing, give the modifications of the word and its rela- tion to other words, naming the words.)

29. Analyze the following sentence, and parse each of the words in *italics*—

30, 34. "They rejected the ceremonious homage which other sects substitute for the pure worship of the soul."

Correct the following and give the reason:

35, 36. Whom they suppose is doomed.

37, 38. Has the articles been sent?

39, 40. He had not ought to talk in that way.

41, 42. The horse and carriage was sold.

43. How is the case of a noun determined?

44. When do you say that a noun is in the nominative case?

45. When in the objective?

46. What case of nouns has a different form from the other cases?

47, 48. To what part of speech is this form joined? and what does it signify?

49. Analyze the following sentence, and parse each of the words in *italics*:

50, 54. "Can the branch improve when taken from the stock which gave it nourishment?"

55. What office does a relative pronoun perform which a personal pronoun does not?

56. When a relative pronoun is the object of a verb, where in a sentence is it placed with respect to the verb?

57. What modification may some adverbs have?

58. What parts of speech have no modifications?

59. When a noun not in the possessive case modifies another noun, what relation is it said to have to it?

60. Give an example.

61, 62. Construct a sentence with the subject modified by an adjective and the predicate by an adverb.

63, 64. Construct a sentence with the subject modified by a prepositional phrase and the predicate having a direct object.

Correct the following, and give the reason:

55, 66. The legislature have adjourned.

67, 68. If any one has been slighted, let them make it known.

69, 70. He did not know who to suspect.

71, 72. Does that boy know who to suspect.

73, 74. He was absent this whole week.

75, 76. After I visited Europe I returned to America.

77, 78. I respect every man's judgment and follow my own.

79, 80. Which is the greater of the American rivers?

EXERCISE IN SPELLING.

| | | |
|---------------------|------------------------------|------------------------------|
| 1 Aaron | 36 beetle | 68 herald |
| 2 dazzle | 37 legislature | 69 wait (to tarry) |
| 3 garden | 38 kindred | 70 existence |
| 4 umbrella | 39 Massachusetts | 71 bloody |
| 5 illustrious | 40 sea (body of water) | 72 million |
| 6 abusive | 41 importance | 73 drain |
| 7 Babylon | 42 fellowship | 74 scythe |
| 8 handle | 43 Austrian | 75 principle (general truth) |
| 9 leaf | 44 deepest | 76 oppression |
| 10 necessity | 45 tailor (maker of clothes) | 77 junior |
| 11 keel (of a ship) | 46 Genesee | 78 chest |
| 12 pageant | 47 capture | 79 awkward |
| 13 magazine | 48 measles | 80 religion |
| 14 calmness | 49 Bengal | 81 forgery |
| 15 acre (of land) | 50 noise | 82 gooseberry |
| 16 effect | 51 vessel | 83 brass |
| 17 bamboo | 52 gingerbread | 84 loaf (of bread) |
| 18 palay | 53 leopard | 85 botany |
| 19 oath | 54 cashier | 86 lunatic |
| 20 basket | 55 weight (heaviness) | 87 indolence |
| 21 maple sugar | 56 memory | 88 dumbness |
| 22 family | 57 cigar | 89 circle |
| 23 Canaan | 58 error | 90 recruit |
| 24 quarter | 59 threshold | 91 principal (chief) |
| 25 javelin | 60 notice | 92 Italian |
| 26 ragged | 61 murderer | 93 mountain |
| 27 powder | 62 seem (to appear) | 94 rascal |
| 28 beefsteak | 63 nursery | 95 pontiff |
| 29 elocution | 64 counterfeit | 96 closet |
| 30 San Francisco | 65 dial | 97 honorary |
| 31 harmless | 66 see (to look) | 98 growth |
| 32 martyr | | 99 ambuscade |
| 33 seam (a joint) | | 100 Dutchess (Co.) |
| 34 appearance | | |

For the NEW YORK SCHOOL JOURNAL.

The End of English Grammar.

By PHIN. W. S. HALL.

Grammar is said to be "the Science of Language." Science being knowledge, we may translate the expression thus: "The Knowledge of Language." Knowledge involves an implied practicality, and a complete mastery. The definition of Grammar as given, is purely technical. The object of this paper is to show what constitutes this science, what it involves, and to present a method at once practical and pleasing.

Like everything else, grammar must have a foundation. The corner stones are the words which we use to express or convey thought. I say *express*, because they are not thought—nor yet are they ideas in themselves. In music we have for written sound, certain characters. In written language, we have certain other arbitrary symbols, which always represent or express special sounds. The foundation then, implies a cognition of both sound and symbols. It must be borne in mind, that these marks are *not* the sounds themselves. They only represent them. It is through the medium of sound, that we indicate thought. This may be either actual or pictured tone. Words then, exhibit sound combined with thought. They also indicate special relations. They must be thoroughly mastered, before they can be fully utilized. Indeed they are the key-stones in the foundation of the structure. This knowledge being obtained, it ought not to be a mere theoretical acquisition, but a practical one. A mechanic may have a thorough and complete consciousness of all the laws applicable to mechanics, and yet, if he cannot apply them, and construct a machine, he has no more mastered the mechanical art than the merest child, who knows absolutely nothing of these laws. Just so, one may have all the grammatical rules in his possession, and yet, unless he can express himself elegantly and concisely, he has not mastered this art.

This ability can only come from constant practice. If a single piece is omitted, the whole construction is ruined. It is not expected that grammatical knowledge will enable one to write an elaborate scientific article in one day, nor in one year. This requires years of deep and patient thought. But it is expected that it will give him the ability to express felicitously simple thoughts or affirmations about the more ordinary affairs and objects in life. This matter of expression should begin in the Primary Department of our schools. It is a conceded fact, that this is the formative period of all after education. This *must* be thorough and safe, else the sequence will be faulty and deformed. Grammar instruction should begin long before the child knows *how* to use a text-book.

The basis of this instruction should be the *sentence*. Something as simple as "Birds fly." By a series of enlargements whose nature should be thoroughly explained, we can communicate many more ideas concerning birds. Now what will be the results of such a method? The child is early taught to be observant of the movements in nature, and the special characteristics of all objects about it.

Grammar then becomes something else than a dry, technical study. The pupil draws inspiration from the grandest of all text-books—*nature*. These observations made, they should be required to communicate them to others both in written and vocal form. The success of one pupil will lead others to emulate it. The effect is not upon self alone, but extends even unto the whole brotherhood of man. Another result is, each one loves the hour for the grammar recitation, and comes to his class with alacrity. Why? Because he feels he can do something for himself—and can do that something, well. This ability should be so thoroughly possessed that the pupil will not hesitate an instant, as to the method of performing his task. Following this, he may be taught the component parts of the sentence, and how to separate them.

By this time the pupil will understand that a sentence is a statement, or an arbitrary mode of indicating thought. It will very naturally follow, that they will see there are but *two* parts to every complete statement namely: That spoken of, and the affirmation. In fully experiencing these, it is absolutely necessary to avoid all technicality. It is further necessary, that the pupil should thoroughly understand *how* the parts are related to each other, and *why* such a relation should exist and none other. Here then, begins—or rather *should* begin—the analytical part of grammar. This part once begun, should never cease, so long as the study is continued. Grammar then consists of two parts—Synthesis and Analysis. I have mentioned

them in the order in which they properly come. It seems more in accordance with the nature of things, that one should put words in a sentence before he can successfully pick it in pieces. Both are dependent upon each other and are equally weak without the other. In the analysis, the pupil should be required to give a reason for each assertion—be required to do so even at the risk of repetition. Indeed, it would be an excellent practice to analyze each and every sentence written by him, in the task assigned. Some may urge as an objection to this, that it will require a much longer period to *master* this subject. But suppose it does take longer, if the subject be thoroughly mastered, the work is accomplished. There is no retrograding in this method. As teachers we should all strive to master each branch of study. We *must* succeed in the end, if we are worthy of the honorable name of teacher. Step by step, we must patiently toil on. The reward will come in a satisfied consciousness, that we have done our duty, if in no other way. The petty details may in themselves be dry and uninteresting, but *we must* make them full of life and things of joy to our pupils. Certainly with a very little preparation on the part of the teacher—especially if he be at all imaginative, will very soon produce a method of instruction at once pleasing and practical. The pupil will longer retain knowledge presented in an interesting and lively manner. In this way, half the drudgery of school-work may be entirely abolished. As a consequence, greater results can and will be attained in half the time—a greater amount of work can be accomplished with equal thoroughness.

Under the old method, or system of grammar, the pupil was required to carry in memory, the fact that there were eight or nine parts of speech or classes of words, without having any well-defined reason for such division. A definition of each class must be learned, and only abstract illustrations given, which served rather to mystify, than educate. These committed to memory, together with nearly thirty syntactical rules, the pupil must wander through the mazy labyrinthal paths of some prosy writer. This was like placing before one a heterogeneous mass of tools, without telling him *how* to use them. Yet use them he must. Now, in reality, these different classes of words, the rules for syntax are but the few principles growing out of the construction of the language.

By the new system, the pupil *sees how* these principles are developed. He knows *what* they are, and *for what* used. The foundation once laid, he is in a fair way to rear for himself a superstructure at once useful and ornamental. To him, it is perfectly plain, that for *convenience*, all objects are named. In order to name objects, words are called in use. He clearly understands that the object named is one thing, while the word is quite another. It is perfectly clear that to be a certain class of words name objects. Finding that to be the case in a large number of instances, we safely conclude that *all* such words are "name-words." The simple fact is patent that "name-words" and "names" are one and the same thing. He has deduced the principle for himself. In like manner, every other class of words may be developed, as easily, the relation of one word to another in the sentence, may be shown. Here the objection, it takes too much time, cannot hold.

We never make an assertion or affirmation about an object, without using a sentence. All sentences being composed of words, it certainly has the quality of naturalness. Hence, we assume it is the proper basis of all right grammatical instruction. The pupil must know and be required to give a reason for his knowledge of a sentence.

By contrasting the results of the two methods, we readily find that the *old* gives a theoretical, with but little practical knowledge of grammar. Theoretically, the pupil is aware that the one hundred thousand words in the language are divided into classes, but the actual division has been wrought by some one else, than the pupil. Indeed, the whole thing is only intensified theory, rendered the more so by the teachers, who can the least afford to be theoretical. I had almost said, that in using the old editions of English grammar, the teacher cannot well be original, if he follows closely the text-book. Our great fault—altogether too common,—is that teachers, unconsciously, without doubt, consider recitations the end of teaching. This surely is the beginning, not the end. Better be mediocre in originality, than adepts at imitation, especially, in the matter of imparting instruction.

The object should not be to find out how well the pupil knows his lesson, but rather, to aid him in acquiring knowledge. This having obtained, he should be able to classify. Under the new regime of grammatical instruc-

tion, he is *required* to make his own rules, from certain known data. Not, however, without proper assistance. He has the theory, and, better still, the practice. It is a well-known fact, that there is a wide difference between a practical knowledge of law and the theory. No greater is *this* difference, than in any other subject. What the student ought to know, and that thoroughly, is to how to express himself intelligibly and at the same time elegantly. There appears no better way than that he should practice, should do it repeatedly, until it became a second nature. Analyzing and parsing sentences will not give this ability, nor, yet, will reading the works of the new editions of English grammars. Compositions and essay writing are vastly different. A single sentence may constitute a composition, but we would hardly dignify it by the appellation, essay. From the first we may, and indeed, do gradually approach essay-writing. This, then, is the result of the new system of teaching grammar—to render the pupil able to speak and write the language fluently and correctly. The results of this system and the end of English grammar are identical in all their phases.

For the NEW YORK SCHOOL JOURNAL.

What is the Matter With Us.

By G. W. SNYDER.

WHEN will we be natural and philosophical in our methods of education and school economy?

When will teachers find out that the only correct methods are based upon principles:

1. The thing, then the sign.
2. The idea, then the word.
3. The thought, then the sentence.
4. Proceed from the known to the unknown.
5. Proceed from rudiments to principles.
6. Proceed in general, according to the laws of the development of the mind.

In all of the past nine-tenths of all the teaching that has been attempted, has been the reverse of the above, as

1. The sign, then the thing.
2. The word, then the idea.
3. The sentence, then a struggle for the thought.

The last is attested in the frantic struggle in etymological and syntactical parsing, the thought is lost sight of to split hairs over whether a word is feminine or neuter gender. Cultivating the powers of expressing, and then comprehending the grand thoughts of others, is not attempted or attained, all because we begin and continue wrong.

Instead of requiring a boy or girl graduate to parse or analyze "Thanatopsis," or "Battle in Heaven," lead them to express and comprehend the thoughts of such selections.

Write in their own language the thoughts of the authors, as seen in the written page: A boy who can correctly paraphrase such a poem as "Thanatopsis," has a foundation laid for expressing himself, of infinitely more value—than any one who can parse the poem according to the *pet* rules of any grammar.

Again. Take geography, the conception of the average pupil, after he has studied it for years, is that geography is only a book filled with words to be committed to memory. Countries are only so many colored spots upon the maps of the book, and so with the natural divisions of land and water. Pupils are not taught to realize that political is a result of physical geography—and that physical is the result of geological causes—far before and of great importance is determining the present appearance of the land and water surface of the earth.

Why cannot we, as teachers, find out that the results are meagre and unsatisfactory, and investigate our methods, find the errors, and erase them from our methods? For the result would be better work and more satisfactory to ourselves and our pupils.

The New Orleans School Teachers have not received their salaries for five years. Within the past two years they have suffered two reductions, one of 12 per cent. and the other of 40 per cent., and finally, a suspension of salaries for four months. It seems to take all the cash New Orleans can raise to pay the cost of penury, pauperism and crime in its community. If a little more attention was to the schools there the result would be very different.

Messrs. Snyder & Callahan have done a good thing for St. Paris, Ohio, by opening a Normal School. The citizens feel it and appreciate it. Those live men have set a wave of influence in motion that will not soon stop; it is such men and such work that builds up the State. The entertainment they gave at the Baptist Church was a decided success.

New York School Journal,

AND

EDUCATIONAL DIRECTORY.

NO. 17 WARREN STREET, NEW YORK.

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We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education; and urge him to take it also.

NEW YORK, AUGUST 24, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may fall into the hands of a teacher who is not a subscriber to any educational paper, as we endeavor to reach such by sending out extra copies. If so, let him consider (1) That no teacher can teach well without doing what his pupils are doing, viz, STUDYING. (2) That teacher who does not read and study on the art of education is taking the sure means to render himself or herself less attractive and magnetic as a teacher. (3) That the saving of the four cents a week, that the JOURNAL costs, will be the poorest kind of economy, for your pupils will sorely suffer by it. (4) That the best teachers are conscientiously day by day struggling to be better teachers. (5) That education is the great theme of the day, and of all persons the teacher should be interested to know what is said about it. (6) That the teacher must especially know what is the practice of leading educators. (7) That the JOURNAL is not an article of luxury but one of prime necessity, like a dictionary or encyclopedia. (8) That to be a first class teacher you must know what the most skillful of your profession would do if they were in your place. (9) That the object of the JOURNAL is to help teachers to be successful. (10) That the testimony of the subscribers of the JOURNAL for the past eight years has been that it "is a grand paper for teachers"—"indispensable for teachers"—"a well of water"—"the cause of my success"—"would not be without it for any sum"—"the best of all the educational"—"earnest and practical," etc. etc.

The series of letters from the pen of Dr. James C. Jackson will well repay perusal. He belongs to that class of men, now happily increasing, who look upon drugs as the great enemies to the human race. With fine scientific skill he sees that the MODE OF LIFE is the great cause of disease, and by wise counsel attempts to change it.

The readers of the JOURNAL will find many new advertisements in this our special summer edition, and we call attention to them, for they will prove interesting reading. They will evince, moreover, the respect felt by the public for this long established paper. Most of our advertisers, as will be seen, are those whose names have been seen in its pages year after year since the paper was founded. They value and rejoice in the growing strength and usefulness of the good JOURNAL, as well as its publishers.

The New York School Journal—1878 and 1879.

Subscriptions for the JOURNAL have come steadily in, abating but little during the summer. The evident reason is, that it is an earnestly straightforward paper, devoted to education. This page could be filled with expressions of the esteem in which it is held by its readers. Last year we reduced the price to \$2. It is a cheap and valuable paper for the teachers. Every teacher should have it. The JOURNAL is the reflection of the educational thought and practice of New York city, where the best public and private schools of the world are to be found. We mean to double, if not treble, our subscription list this year, and to accomplish this we extend a cordial invitation to our subscribers "to be there and help raise"—the desired number. Read carefully page 15.

E. L. KELLOGG & CO.

John H. Raymond.

John H. Raymond, L.L.D., President of Vassar College, died on Wednesday morning, August 14, in the sixty fourth year of his age. He graduated in 1832 at Union College, and after completing a theological course became professor of *belles lettres* at Madison University, Hamilton, N. Y., and from 1850 to 1855 professor of rhetoric and English literature in Rochester University; he afterwards organized the Polytechnic Institute at Brooklyn, where he remained until Vassar was organized. As first president of Vassar College and professor of mental and moral philosophy, his career has been one of distinguished usefulness. He was an accomplished scholar, not only in the range of his professional duties, but also in history and classical literature, and had familiarized himself with the wide scope of modern physical science. He was honored and loved by both the faculty and students. His funeral took place on Friday, Aug. 17, in the college chapel. The funeral sermon was preached by Dr. Gathrop, president of the board of trustees. A memorial service will be held after the arrival of the students in September.

Good Teachers, Good Students.

There is no exception to this rule. But there are plenty that except to it. They have tasted at the Pierian spring and, apparently, have no fancy for the pure bubbling liquid, for they refuse to taste again. Hence they go day after day to their school rooms and exhibit the same empty brain to their hungry pupils. 'Old mother Hubbard, when she went to the cupboard to get her poor dog a bone' and found it empty, started off forthwith to supply the empty shelves. But this is not the way with the non-studying teachers. They simply turn the crank round today as they did yesterday, and call it teaching. What a misnomer! The poet speaks of pouring the "fresh instruction," but it is altogether stale in the hands of many.

It is a fact that good teachers are always studying; it is a necessity; they see that to command studying, and not do it, is strangely inconsistent. They feel themselves empty and fly to their libraries to be filled.

But there are tens of thousands who are in the sacred place of the teacher who know nothing of the delights of the genuine teacher. They do everything but teach, and they fail in that one thing that makes the work of the teacher divine. The mind of the teacher must be a running spring; the departure of one idea must be succeeded by the entrance of two still brighter and more beautiful. Thus coming before their pupils, they magnetize, they inspire. There is an endless list of subjects to study up, such as Biographies of Educators, Thoughts of Educators, Methods of Educators, etc. Teachers, seize every opportunity to know more.

An invaluable paper was read before the N. Y. Municipal society by Hon. S. B. H. Vance on "Popular Education." He shows that "Higher Education" has long prevailed in Germany and France; and that England is steadily extending the system. He refers to the City College and Normal College, and says the citizens have founded them because they believe in the need and desirability of an advanced stage of instruction for the boys and girls who may need it.

Natural Teachers.

It is a singular but beautiful spectacle to see one who is "born to teach," perform its processes. He would rather be with learners than any other class; rather see them acquire what he knows than be in any other employment. A young man who had manifested good business abilities in a large mercantile house in this city, disappeared; he was missed from his place, and often mentioned. Finally, he was met on Broadway by one of the firm and inquiry was made as to his employment.

"I am teaching school."

"No, not wasting your time on a lot of boys and girls. Why, we will put you in business by which you can make \$10,000."

"But I want to teach."

"Are you going to make money by it? What salary do you get?"

"A thousand dollars."

"Well, you are foolish to work so cheap."

"I know it is low wages, but I like it."

After a few words more the business man went to his store, and detailed the incident, closing as follows: "He ought to teach; he likes it; he will teach well; I wish I could find such a man in this city to send my son to, I would give him a thousand dollars a year myself."

The teachers who have done the most good in the world have been made of such stock. They have no difficulty in government; they wonder to hear others talk about the misdeeds of scholars. They proceed by the simplest methods. The pupil is sure of sympathy. He knows his teacher believes in just what he is saying; that he practices it himself; that he likes to teach him, nay that he likes him for some unexplained reason. These are the reasons some teachers teach so well.

CONVENTION OF BUSINESS TEACHERS.—The Business Teachers from all parts of the country met in Mr. Packard's Business College, August 4th and commenced a four days' session which proved very interesting and satisfactory. Papers on educational subjects were read and plans were proposed for a permanent organization. Resolutions were adopted setting forth the claims of business colleges, and agreeing to organize an association of proprietors, principals and teachers in business colleges, and penmen, to be called the "Business College Teachers' and Penmen's Association." Anyone engaged in teaching or qualified to teach any branch of business education, to be eligible to membership. Meetings to be held annually. The following gentlemen were chosen officers of the association: S. S. Packard, New York, president; Ira Mayhew, Detroit, vice president; J. E. Soule, Philadelphia, secretary; C. Claghorn, Brooklyn, treasurer. The membership fee was placed at \$5.

Mr. Packard, in a short address, said that the convention had been a gratifying success. As an evidence of the interest felt in their specialty, teachers had come from Mississippi and Minnesota, and one gentleman had even crossed the continent from San Francisco.

For the NEW YORK SCHOOL JOURNAL.

To Teachers.

(LETTER NO. IV.)

Circumstances over which I had no control have hindered, up to this time, my following out the train of thought in my letter published in the JOURNAL of July 13. In that letter I discussed one of the causes why teachers break down, and offered to show how to make this cause inoperative.

Every human being is related to life under two conditions: one a constitutional, the other a functional power to live. If from any cause, his functional efficiency is deranged or becomes impaired, his constitutional capacity is called upon to make good the deficiency. Persons, therefore, can draw on their constitutional reserve at any period of their life, and thus shorten it. If the vital capital which one possesses, whereby to live, when he is six-

ty or seventy years old, is drawn upon when he is forty, then he will never live to see old age. While it is true that a person cannot live beyond his constitutional endowment, no matter what he does, it is also quite true that he can die ever so far inside of his ability to live.

This is what teachers, ministers of the gospel, lawyers, merchants, mechanics, boys and girls and middle aged men are constantly doing. Of all the people who die annually in this country, no matter from what causes, or what diseases, eight tenths of them might just as well not die if they only knew how to utilize their living force. One of the ways in which they fail to do this is in and through imperfect alimentation.

No person can live without blood, nor can he live with defective as he can with effective blood, nor can he make blood which shall be full of vitalization to him, out of defective foods. For instance, if a man needs nerve structure he cannot get it out of food directly calculated to make bone. If he wants bone to enable him to be strong and endure, he cannot make it out of food that has in it the muscle making quality. For a teacher who thinks and does no work with the muscles, to eat food that will make muscle but will not make nerve, is so to eat as to have defective blood, and therefore, to break down under processes of thought. A teacher who eats food that makes him strong like a brute, and leaves him deficient in magnetic power, has to draw on his nerve-centres, and rob them of their reserves, and when these are used up he is used up, no matter how much air he breathes or exercise he takes, nor stimulants he uses. One can not make nervous force out of alcohol, nor any of its compounds, nor by exercise; he can only make it out of blood, and the blood cannot furnish it if the food he eats does not possess it. The various foods we use have what is known as "potential energy." If one wants bony, membranous or nervous energy, he must get it out of what he eats. If his food does not contain it, not all the doctors in the world can give it to him, nor can travel furnish it to him, nor can suspension of labor give it to him.

The human body is sustained through nutrition, and the wear and tear which it has to undergo must be made good by food. I make bold to say that the great majority of thinking men and women in this country eat kinds of food which are deficient in the ailments out of which their nerve structures are built, and so they begin, when life imposes its more active responsibilities upon them, to grow feeble. Their constitutional forces are called upon for supply and when this is exhausted, they break down. Great numbers of persons who die, die from nervous exhaustion. Nervous prostration is coming to be an ordinary disease with our people. The cure for it, is not rest only; it is not at all in drug medication, but in alimentation. Take a person suffering from nervous debility or nervous prostration, and there is no medicine nor diffusible stimulant in the world that can make good his health, but good food under proper hygienic conditions can.

Put a person not broken down, under proper hygienic condition and good food will keep him from breaking down. It is the sheerest nonsense that our people or any class of our people work too hard. It is not over-work that kills, it is deficient nutrition. Half a moment's thought will make one perceive the correctness of my statement. Take a case. Let a person be ever so hard a worker and wear himself up ever so much every day, if he can contrive to make good the wastage caused by his labor, through food that he eats, he is just as well off, however hard he works, as though he did not work at all; for, where repair makes good the wear and tear, the person suffers nothing presently or prospectively, therefrom. Teachers need different food from men or women who live to support themselves by the use of their muscles.

JAMES C. JACKSON.

Changes Made by the Treaty of Berlin.

Austria gets Bosnia (10,000 sq. miles, pop. 1,000,000,) also 30 sq. miles at south-east angle of Montenegro. Montenegro gets a long narrow strip on the S. E., and reaching to the sea, with a small sandy landing place called Antivari (1,500 s. m. and pop. 40,000. Servia gets the greater part of the basin of Upper Moravia (3,000 s. m., with pop. 200,000.) Roumania gets the Dobruza (5,000 s. m., with pop. 200,000.) The above are all made independent states.

Bulgaria is called a tributary principality, that is, it belongs to Turkey (23,000 s. m.; with population 1,800,000.) Eastern Roumelia is made conditionally independent—to have a Christian governor. Greece gets nothing yet. Russia gets Bessarabia, which was taken away from her by the treaty of 1856, and thus her frontier reaches the Danube. (3,300 sq. miles.) At the eastern end of the Black Sea she gets 9,000 sq. miles, and 3,300,000 pop. England gets Cyprus. Thus Turkey loses 71,500 sq. miles.)

BOOK DEPARTMENT.

ELEMENTS OF BOOKKEEPING. Embracing Single and Double Entry, with a Great Variety of Examples for Practice. By Jos. H. Palmer, A. M. Sheldon & Co., New York.

This work deserves more than a passing notice. Its practical excellence is shown upon every page. The different kinds of accounts are taken as elementary principles or units. The following are some of the exercises under the Cash account: A young lady at school; John's cash account; a Western boy; a clerk in a store; expenses of a family; ladies' employment society; district school treasurer; a farmer; a harness maker, etc., etc. In each of these examples, the cash account is several times balanced and re-opened by the continuation of the business. The learner finally draws a business-like report from each of his cash accounts as he proceeds with the *Practice in bookkeeping*.

In like manner, Accounts with Persons and with Speculations are taken up, and each followed by a great variety of examples for Practice in Bookkeeping in the simple, every-day transactions of life. This initiatory practice embraces all the transactions commonly had by nine-tenths of the community, and is therefore valuable to that extent. In almost every example the learner's interest is heightened by the apt and Ben-Franklin style of suggestions. The elementary principles are fixed in the learner's mind by continued practice. He is next taught, as a further application, how to unite them in single and in double entry, and about thirty short sets for practice follow, while the entire volume embraces but 180 pages. The book is progressive and the exercises for Practice in Bookkeeping serve to review and apply spelling, writing, arithmetic and language, to each of which some attention is carefully given.

The use and abuse of money are always subjects of interest, and have much to do in forming the habits of young people. Money or the want of it is so great a factor in life, that to overlook it at the beginning is to embarrass a lifetime.

The truth is well established that more than ninety merchants in every hundred become bankrupt; that about half of all the estates settled are found insolvent, and that the chief causes are neglect of an early business training, ignorance of the qualities and prices of goods, want of industry in the occupation chosen, and expensive habits of living. Many of the exercises impress the well-established fact that promptness, cheerfulness, truthfulness, and honesty are among the essential qualifications for business, and comprise fundamental ideas essential to all persons who receive and expend money.

A Key is published, also five blank books, each of which must be duplicated in order to embrace the numerous exercises for practice.

SELECT ORATIONS OF LYSIAS. By Wm. A. Stevens, A. M. Published by S. C. Griggs & Co., Chicago.

We have examined this volume with more than usual interest. Many years' experience in teaching the Greek language confirms our impression that Prof. Stevens is correct in his estimate of the value of the orations of Lysias "in a course of Greek instruction." The work is designed to follow the Anabasis. No other Greek classic could be better selected. In style, Lysias may be considered the standard of Attic Greek. Ancient as well as modern critics have given him this high commendation. His diction is the pure Attic of his age, the best vernacular of Athens. He always uses the most appropriate words to express his meaning, and always seemed to have the right word at command. He was one of those fortunate minds that could talk like the uneducated, and yet impress his hearers or readers with the fact that he was master of both the thought and the language. His style has the triple merit of force, beauty and perspicuity. A distinguished Latin poet says of him, "he wasted no words and never loses sight of his main object," while the Roman orator of orators remarks, "In Lysia saepe sunt etiam lacerti, sic ut fieri nihil possit valentius." There is a peculiar crowning excellence in his expression, a certain nameless grace which it is impossible to analyze. The fundamental principles of his composition are, truthfulness, thought and appeals to the understanding.

These facts show the correctness of Prof. Stevens' judgment in recommending his orations as so admirably adapted to follow the Anabasis.

In his notes the editor has shown himself a practical teacher. The student will be led by them to furnish not

only a correct rendering, but to give an intelligent account of his work. The text adopted is that of Scheibe. No better could be selected. His rule for the division of words into syllables will receive the approbation of all scholars who have made philology a critical study. It is an excellent work and we heartily commend it to the consideration of schools and classical teachers.

THE INDUCTIVE SERIES OF ARITHMETIC. By William J. Anine, A. M., Principal State Normal School, Geneseo, N. Y. Jones Brothers and Co., publishers, Cincinnati, Philadelphia, and Chicago.

This series embraces a practical course in arithmetic in two books, entitled, respectively, "First Lessons in Arithmetic," and "The Practical Arithmetic." They are upon the inductive plan; that is, the pupil receives practical instruction in the elements of each rule before rule itself is introduced, and thus the mere theory of numbers is displaced by absolute practice. Instead of presenting a mass of definitions, rules and principles to be memorized by the pupil on his first introduction to the subject, he is led up to the rules through plain examples which he cannot fail to understand; and hence, when the rules are encountered, he finds he has mastered their principles in advance, and in a thoroughly practical way. The rules are no longer theoretical, for experience has already demonstrated their logic, and they at once become fixed facts in the mind of the learner. This is sure way of teaching, and a great improvement on the old method of making theory paramount. Besides, there are demonstrations of problems by pictorial illustrations, which are peculiarly attractive to youth. In addition to their other merits, they are substantially made books, as well as cheap and attractive.

THE SCHOOL-ROOM CHORUS. A Collection of 200 Songs. By E. V. De G. T. Syracuse, Davis, Bardeen and Co.

This is a new and excellent little work. Mr. De Graff is well known in connection with the Teachers' Institutes. He has done a work of great magnitude and has done it well; his influence will long be felt. It is by no means a small work that he has done in putting out this volume. The fact is that our educators are getting too large to do the small work of teaching, but not so Mr. De Graff. With him it is important that the children sing, and also that they sing sweet things and pure things.

Some of these songs have done good service in the Diadem: they are all suitable, however, for our schools. The book deserves a large sale.

A TOPICAL COURSE OF STUDY for the Grammar Schools of the United States. By R. C. Stone, New York. A. S. Barnes and Co.

We have examined this little volume with a great deal of interest. It is a step in the right direction, whether the common sense of the educational public (mainly teachers) will allow the old method to prevail, by which there is no measure of a pupil's progress, or not, we cannot say. It should lead to what we long ago suggested, namely, that a course of study be fixed for the schools of the State, and that it be rigidly followed. The book is 25 cents in paper.

PRIMER OF DESIGN. By Chas. A. Barry, Supervisor of Drawing in public schools. Boston, Lee and Shepard.

This unpretending little volume will give a desired aid to drawing teachers. It is very simply yet intelligibly written and will be found very profitable to those who have not had the advantages of systematic instruction. It speaks of symmetry in nature, of industrial design, composition, the laws to be observed, etc. We heartily commend the volume.

THE WORKS OF WILLIAM SHAKESPEARE. From the text of Clark and Wright. New York, T. G. Crowell.

We can most cordially recommend this volume for its compactness, convenient size, clear type, and moderate price. The publisher should meet with a large sale among those who want Shakespeare and can have but a few volumes in their libraries, and we trust he will have it.

THE THREE PRONUNCIATIONS OF LATIN. By M. M. Fisher, Professor of Latin in the University of Missouri.

This pamphlet is prepared to answer the many inquiries from students on the subject. It states the peculiarities of the three methods, Latin, English and continental, and then shows that the English is to be preferred. It has many points of interest to the student; its scholarly spirit will commend it to those who want to learn about this question.

THE SUGAR BEET IN NORTH CAROLINA. By Albert R. Ledoux, Ph. D.

This pamphlet gives a hope that this country will at some future time make the culture of the beet a great industry.

ELEMENTS OF RHETORIC AND COMPOSITION. By Prof. D. J. Hill, New York, Sheldon & Co.

Teachers of rhetoric in our schools and academies will, we think, be pleased to see this fresh and practical work on Rhetoric. He had privately issued a "Science of Rhetoric," designed only for advanced classes in colleges, which was regarded as a comprehensive and philosophical text book. The present book has been prepared with special reference to the wants of less advanced students.

We note these features: Beginning with the selection of a theme, it conducts the learner through the process of composition; including the accumulation of material, its arrangement, the choice of words, the construction of sentences, the variation of expression, the use of figures, the formation of paragraphs, the preparation of manuscript, and the criticism of the completed composition. It has the merit of being clear and simple in style. The style is compact. The arrangement is natural and simple. Distinct rules for every important process of composition are given, and are so numbered and printed as to be easily learned and remembered. The statements are illustrated by brief and appropriate examples. It is written in a truly philosophical spirit, without being abstruse. Besides, it is adapted to the topical method of recitation.

Two kinds of type have been used, so that the most important statements may be recited in the topical manner, while the contents of the finer type may be brought out by questions, or in the lower classes, passed over altogether.

It contains numerous and original exercises. Scholars are taught how to select a subject and proceed with its treatment, and these exercises are placed at the end of the book; and are so arranged and numbered that reference is easy.

To make correct and effective writers is the aim of the book. The book does not stop with mere rules of style, but attempts to teach the young how to think and how to organize thought. To this end themes are analyzed and sketches of compositions are presented.

THE QUESTION BOOK. A general review of Common School Studies. To be used in Schools in connection with Text-Books. By Asa H. Craig. Eighth edition. Revised. Published by the author. Price, by mail, \$1.25. Address G. W. Hager, general agent, Plattsburgh, Clinton Co., N. Y.

This useful volume contains about 3,000 questions, systematically arranged, and adapted to the use of teachers in our common schools for daily, weekly and monthly reviews. It includes questions and answers on U. S. History, Geography, Grammar, Written Arithmetic, Reading, Orthography, Civil Government, Physiology, and Physical Geography. The questions are numbered on each of the branches, and correspond to answers in each special department. The questions covers all the leading principles of each branch, and the answers are stated in concise form. It will prove very serviceable in enabling teachers to review their classes in a systematic and thorough manner; we have been struck with the thoroughness which is manifested in the selection of the questions. It will prove valuable to those who wish to test their own acquirements, and hence will be found useful in families. We commend the volume most cheerfully. It will be useful to every teacher.

REPORT OF THE COMMISSION OF EDUCATION FOR 1876.

This volume contains over 900 pages, and possesses many features of interest. It is a cyclopedia of education in some respects. There are many tables of statistics and summaries of reports that possess a real value. In such a volume it would be impossible to require that the whole matter should be fresh and original. For example, take the State of New York—shall the Commissioner make up his own statement from all the documents he can gather, and present his own critical ideas? Or shall he simply be a recorder and a condenser? Let us look at New York education as presented in this volume. There is first a summary of statistics. Next we have an historical sketch which is clearly written, then a brief statement of the condition of the elementary institutions, then statements of the school systems in ten cities. Why no more, is not easy to say, unless the others refused to report. If this is the case, the value of the commissioner's report must be seriously impaired—it loses its official character. Suppose we want to know about Utica, what shall we do? Next comes the Training of Teachers, then Secondary Instruction, Superior Instruction, Scientific and Professional do., the State Association (crowded into one little paragraph that contains *hits*, instead of accurate statements) the University Convocation expanded into a half page, obituaries and list of Regents, of a few city superintendents, and the school commissioners.

We never find fault with educational workers, but always praise. We shall do so in this case, we shall also suggest (1) that the report be brought up nearer to date

by eliminating many needless matters. 2. That under each State, a notice of the annual legislation on education, the erection of notable buildings, death of educators, and the progress of education is sufficient. 3. That the items from the various cities and towns above a certain population should be tabulated simply, the number of graduates, etc., of colleges given; 4. The cutting out of much useless matter.

A SYNOPSIS OF HISTORY. By Samuel Willard, M.D., Professor of History in the Chicago High School. D. Appleton and Co.

We have referred to this volume before, and now do so again because we conceive the plan to be an excellent one. It is very simply arranged, and will be valuable to the teacher of history. We also add a suggestion that the few pages entitled "The most Important Events" are very valuable; each paragraph could well be expanded into a chapter.

SCHOOLS OF FORESTRY AND INDUSTRIAL SCHOOLS OF EUROPE. B. G. Northrup, Secretary Conn. Board of Education.

The writer of this little pamphlet is known as a sound-headed man on education. While, through the country, we have a vast class who are calling out "educate, educate," especially among the superintendents of States and cities, Mr. Northrup halts and cries, "True, but be sure it is education the boys get." Book knowledge is one thing, and that is what this country has gone mad about: education is another thing. Hence it is quite refreshing to find such solid suggestions as abound in this volume. "The teacher cannot awaken love of books, only he himself continues to be a student. One who ceases to be a learner cannot be a good teacher." It is to be hoped that the efforts of the writer will bring forth the needful fruit, and that a race of earnest teachers will abound in our land.

REPORT OF THE NEW JERSEY STATE COMMISSION TO DEVISE A PLAN TO ENCOURAGE MANUFACTURERS OF ORNAMENTAL AND TEXTILE FABRICS.

The members of this committee are Samuel C. Brown, Trenton, Thomas U. Dale, Paterson, Robert H. Thurston of Hoboken. They recommend (1) a common school system of education and with compulsion if needed, (2) and that this should be adapted to the needs of those who are to become skilled artisans, (3) a system of trade schools for carpentry, stone cutting, weaving, etc., (4) at least one polytechnic school in which the sciences should be taught, and their application to the arts, (5 and 6) an encouragement and supervision by the State.

We esteem this important document as a symptom that the public are moving in a matter of vital interest to its welfare. The working people complain of neglect, and can they be helped in any way so well as by fitting them to work more artistically and remuneratingly? We think not.

SCHOOL REPORT, NORTHAMPTON, MASS.

The number of children in school in 1894, number of teachers 56, and the cost about \$27,500; the teachers were paid 19,600 dollars, the superintendent 1150 dollars. The report is well written, and discusses its topics lucidly and interestingly.

HOW TO SPEND THE SUMMER.

Under this title the *Christian Union* published a volume that is full of pleasant reading. The subjects of Trout-fishing, a Short Trip to Europe, etc., form the titles to the several chapters. It also published the oration of Henry Ward Beecher before the reunion of the Army of the Potomac in June last, as this well deserved to be put in a permanent form.

OUR PARKS OR GARDEN SCHOOLS. By Edward Seguin, M. D.

This is an interesting paper which encourages the planting of trees and shrubs. There was an attempt made by some bold politicians to ruin Washington square, in this city, and this is one of a series of papers that was drawn forth by that attempt. Whether Dr. Seguin's plans are wholly practicable may be doubted.

FROM T. Y. Crowell we have received a volume, "Favorite Poems," selected from English and American authors, and published in uniform style with his edition of the Standard British Poets. We have already spoken in praise of that edition, believing it to be the best for the price ever offered to the public. This volume of "Favorite Poems" is one which is every respect creditable to its editor and to its publisher, while it gives to the purchaser a larger amount of the best poetry in the language than any book of the same cost, so far as we know. It contains 448

pages, and nearly 300 selections, and all for one dollar.

Van Antwerp, Bragg and Co., Cincinnati, O., have issued No. 1 of the Eclectic Composition Book. The paper is fine, ruled, and brief instructions are given for writing compositions and letters. It is certainly an addition to the common blank books usually used for that purpose.

Scribner for September opens with an engraving of Chase's painting, "Ready for the Ride." The illustrated paper is entitled "Hunting the Mule-Deer in Colorado." Dr. William S. Morton's "To South Africa for Diamonds;" "Glimpses of Western Farm Life;" "The Transportation Question;" Gov. Geo. B. McClellan writes "The Engadine," with views, by Thomas Moran, of glacier, and other Alpine scenery; "A Spool of Thread," is described and illustrated; "College Fellowships" is a short review of the progress of American institutions in post-graduate education, in which the John Hopkins University, though the youngest of the colleges, is said to be the most advanced. "Days and Nights in Concord," from unpublished MS. by Henry D. Thoreau, is a characteristic paper, full of poetry and natural history.

Appleton's Journal has given a rapid succession of stirring novelettes instead of long serials. The number for September concludes "A Bit of Nature," by Albert Rhodes. "A Strange Experience," touches upon the recent development of magnetism and spiritualism. A paper on the New York Post-Offices is handsomely set forth by numerous pictures, as well as an article describing life in Paraguay.

The August *Popular Science Monthly* has a varied and attractive table of contents; The notable articles are "The Dread and Dislike of Science," "The Dangers which threaten Modern Civilization," "Man and his Structural Affinities," "Voluntary Motion," "Curious Systems of Notation," "A New Photographic Process," "Illustrations of the Logic of Science."

The September number of the *Magazine of American History* (A. S. Barnes and Co.), has an elaborate sketch of one of the celebrated houses of the State of New York, entitled "An Old Kinderhook Mansion, erected in 1774." Mr. T. Bailey Myers tells us what he knows of "Our National Medals." William L. Stone contributes an article on the "Moundbuilders," and hints not only at their Egyptian origin, but at the possibility of their occupation of the New region.

Noticable articles in *St. Nicholas* for September are: "My St. George," "Mackerel-fishing," "How Lily-toes was Caught in a Shower," "Under the Lilacs." Many items of information and amusement are also to be found.

Rev. Joseph Cook.

His father says: "When a boy I tried my best to make him work on the farm. I resorted to every expedient without success. He would conceal a book under his arm when ordered out in the lot to work, and steal away under some tree to read. If a small cloud appeared in the heaven he thought it might rain and would make it an excuse to leave his work for study. This occurred so often that my men would say that the appearance of Joseph in the field was the signal for rain. When nine years of age a distant school library was advertised for sale; he was very anxious to attend and purchase. I gave him money and told him he might go and buy what books he wanted. He did so, and bid off all the art books; those that were left were almost worthless. He bought also a small book-case, and probably never felt prouder in his life than when he came running in with the case under his arm. From this time I became convinced it was my duty to give him an education. I sent him to school, to college, to Andover, to Germany, where he studied two years, and you see the result. When he graduated from school I told him I would give him a nice watch or an encyclopedia; he chose the latter."

THE AQUARIUM.—Every year the firm of Charles Reiche & Brother, of this city, who are the proprietors of the New York and Coney Island Aquaria, send out hunting expeditions to the interior of Africa. The hunters remain there until they have captured a sufficient number of animals, which they place on the backs of camels and crossing the Nubian desert in a caravan, bring them to Germany, where the firm have a large farm. One of these expeditions has just returned from Africa, after an absence of over ten months, and in the capture of animals have been very successful, securing the following: Seven elephants, fifteen giraffes, twelve lions, six ostriches, twenty antelopes, two leopards, two hippopotami, four wart hogs, eighteen large monkeys, one ant bear, two porcupines, ten Egyptian geese, five secretaries, two saddled billed storks. Many have been already brought over and are now on exhibition at the Aquarium in this city, including the two hippopotami.

German-American Teachers' Association.

This body, composed of German teachers, held a four days' session in this city July 31, Aug. 1, 2 and 3. An interesting address was delivered by A. Schneck of Detroit, on the needs of special schools for feeble minded children and those backward about learning.

Mr. Schoeder of Hoboken spoke on the co-education of the sexes in primary and Grammar schools.

W. N. Hallman of Milwaukee delivered an address on the kindergarten.

L. R. Klemm of Cleveland spoke on the teaching of the German language in the public schools. And on Wednesday evening Prof. A. J. Schem of New York spoke on the theme "How to foster the mother tongue in the family circle." This address was one that was exceedingly well received.

Discussions arose, participated in by Prof. Werner of N. Y. and others.

Mr. Schenck of College Point offered a resolution declaring that the custom of giving prizes in the public schools, such as tickets or awards of merit and medals, was not compatible with the true interests of education. This was approved of by the entire convention.

Mr. Schuricht of Newark proposed that the German-American schools should form local associations.

After other interesting discussion, Cincinnati was selected for the next place of meeting, and after an address by the President, Mr. Keller, the convention adjourned, to Turner Hall, for dinner.

The long-looked-for eclipse of the sun took place July 29, and was observed in the western part of the United States. Profs. Henry Draper, Watson, Lockyer, at Rawlins, W. T.; Langley at Pike's Peak, Col.; Eaton (Packer Institute), Compton (City College) and Mr. Edison were the principal observers. The intra Mercurial planet Vulcan was seen by Watson; the totality was not three minutes. Observations were made on the corona.

For the NEW YORK SCHOOL JOURNAL.

Spelling Reform Association.

At its annual meeting held July 11, at the White Mountains, this association passed the following preamble and resolutions:

WHEREAS, Within memory of the present generation the superfluous letter *k* has been dropped from such words as *music*, *public*, etc.,

Resolved, That authors, and the press generally, are hereby earnestly solicited to further aid the cause of spelling reform by writing and printing the words *hav*, *giv*, and *liv*, without the silent *e*.

This is, of course, designed to be preliminary to other and more important changes. They also

Resolved, That teachers are invited to give their help to the Spelling Reform by omitting to mark against their pupils as errors the writing of the words *hav*, *giv*, and *liv*, without the silent *e*.

The reason for the omission or the silent *e* in these words will be understood by all. A final *e* indicates a long preceding vowel, as in *hate*, *file*, etc., so that with the present spelling *have*, *give*, and *live* would be properly pronounced with long *a* and *i*.

It may occur to some to inquire how the common spelling of these and similar words was introduced originally and what office the final *e* ever had in these cases. The explanation is this, when the letters *v* and *u* were written and printed with only one character, this character had the sound of *v* in the end of a word.

The spellings *hav*, *liv*, *lov*, etc., would be liable to be read *haw*, *lieu*, and *loo*, or *low* (as in *now*). With the introduction of a new letter to distinguish the *v* from the *u*, this spelling was no longer necessary, and the final *e* became not merely useless but vexatious and misleading. It is high time that it was dropped not in these words alone, but in all similar cases, as in *luu*, *moov*, *proov*, for *love*, *move*, *prove*.

The American Philological Association at its law meeting, also recommended a practical departure in the new spelling, by recommending the re-spelling of ten words, as *catalogue*, *guard*, *though*, *through*, *wished*, etc., making the new orthography, *ar*, *catalog*, *gard*, *tho*, *thru*, *wisht*, *re-fraint*, *giv*, *liv*, *hav*.

These suggestions and recommendations are good. Let every editor adopt them, and every publisher. If ten words are too many, take three, and if three are thought to be too many to start with, let the editor adopt Mr. Parkhurst's suggestion and concentrate the effort on the one word *hav*.

D. P. L.

LETTERS.

PARIS, July 20, 1878.

To the Editor of the NEW YORK SCHOOL JOURNAL.

The retrospective art gallery of the palace of the Trocadero has a collection of about 300,000 exhibits, such as have never been seen in so great profusion, on our side of the water, and will not be seen for a thousand years to come. However hot the weather, the air is freshened here by the dense spray thrown high in the air by the fountains. On the first floor of the left wing, a Spanish retrospective exhibition was inaugurated last week. The staircase leading to it is heavy with antique carpets, manufactured in the Low Countries, and what is now French Flanders, for Philip, the Emperor of Austria, brother-in-law of Catharine of Arragon, for Charles the V. and Philip the II. In the lobby to the right, there is an ethnographic collection, showing the styles and costumes of every province of Spain. Facing them are the fresco pictures of Goya, transferred from the walls of a house in Madrid, and brought to the Trocadero to be exhibited, and, perhaps, sold. Goya was a contemporary of Watteau. But what a difference of style! He was one of the most audacious colorists that ever lived, and was imbued with the spirit of the coming revolution. Then there is a series of tapestries; they are Flemish, and were made in the seventeenth century, when Vandyke and Rubens painted for the weavers of Burges and Brussels. Those interested in pottery should look well at the Spanish-Arab ceramics, one of which is a vase of great size, enamelled in the style of the one taken from the Alhambra. An antique Portuguese bed, the property of the Duc de Santos, is, perhaps, the most valuable of any of the wonderful things exhibited in this wing, for Raphael designed the pictorial medallions and ornaments decorating it. Among the musical instruments there is one made by B. Christophori, the inventor of the instrument, for a Spanish queen. She had employed (the legend says) Christophori to quiet the melancholy spirit that troubled her royal husband. To reproduce the musical effects of the Italian choruses, he taxed his ingenuity and mechanical genius. The piano forte rewarded the queen's patronage and the inventor's labor.

Our government appropriated \$150,000, a large portion of which, had, as a matter of course, to be expended for sinecure salaries for commissioners, figure heads in no way necessary to the legitimate end of our appearing here. I do not doubt that the average European, who knows as little about us as we know about Austria, will after comparing our display here with the displays of other countries, look upon us very much as we did upon Mexico, or the Argentine Republic, at the Centennial Exhibition. Of course, the estimate will be erroneous, made from superficial inspection, but how many in the thousand make more than a superficial inspection of anything. The visitor who had never known anything of the "Etsa Unia," until he entered our section in the Champ de Mars, would gather the impression that the United States was an immense country for the production of false teeth, drugs, Waltham watches, pianos, photographs, carriages, axes, door locks, sewing machines, and school books. He would look in vain in the fine art department to find a single picture that suggests, like the works of European artists, anything that is legendary, or typical of national life, habits, manner and native scenery. For our artists, who have pictures here, have studied and copied abroad, have contented themselves with cleverly and servilely imitating European masters, instead of drinking at the fountain of nature and becoming masters themselves.

We have a fine display of carriages, buggies, phaetons, sulkeys, etc. They are all lighter and more elegant, but less durable, than the French or English carriages, and the prices asked for them are, at least, 25 per cent. higher than is asked for the same article in Europe.

In the department of labor-saving machinery, and especially in the machinery of agriculture, we will, I think, hold our own. We cannot gain anything in this department for the superiority of our agricultural implements is universally conceded. The American mowers, reapers, threshers, etc., have for years been sold, through agencies, in the large European cities; many of them are in operation in France, Belgium, Germany, and Russia. Their superior strength, lightness, simplicity, and efficiency has placed them almost beyond competition.

C. A. S.

To the Editor of the NEW YORK SCHOOL JOURNAL:

The second session of Prof. Fleishman's German Summer School at Cazenovia, New York, closed Aug. 9. At the first session of the school in 1877 was a promising in-

auguration, and the degree of satisfaction which it gave may be inferred from the fact that all but two of its attendants returned to its second session, when with its new recruits the school had more than double its numbers.

The special aim of the school is to afford more liberal and advanced instruction in the German language, than is or can be given in the ordinary drill work of the classroom in seminaries and colleges. Especially does it offer the rare opportunity of obtaining from native teachers, who represent the best circles of recent German scholarship, a correct pronunciation, and the use in conversation of a pure idiom entirely free from dialect. Pronunciation and conversation are considered of chief importance throughout all the work of the school, for the reason that these are the things most difficult to obtain elsewhere, and in which most American teachers and students of the language are especially deficient. The use of the language in conversation is greatly aided by the weekly excursions into the neighborhood around, among the hills, and upon the ever charming lake, when German is to be spoken exclusively. But a pleasing variety makes up the class work of each day. First an hour is spent in translation from one of the best German authors, interspersed with instructive discussions on grammar, pronunciation, and idioms. This season Goethe's Tasso was read. After the reading, dictation exercises are given in German to be translated immediately into English; then the order is reversed, the exercises are given in English to be translated and written in German.

Prof. Fleischmann himself is a most accomplished scholar in every department. At a meeting of the students held during the last week of the term, a series of resolutions, (1), expressing entire satisfaction with the conduct of the school and the methods employed. (2), tendering hearty thanks, and (3), heartily recommending the school.

Committee:—Franklin C. Bailey, Cazenovia, N. Y.; Rowena K. Ney, Vernon, N. Y.; Mrs. C. S. Sill, Troy, N. Y.; Lavinia O. Read, Woodstock, Ont.; Jenette Sheldon, Hamilton, N. Y.

KINDERGARTEN IN NORTH CAROLINA.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Trinity College, at Trinity, Randolph County, N. C., is under the control of the Methodist Episcopal Church, South. The Rev. B. Craven, D.D., LL.D., has been President from the organization of the college which now stands among the first institutions in the State.

Early in April, when it was decided to have, during the summer vacation, a Normal School at Trinity College, N. C., Mrs. Louise Pollock and Miss Susie Pollock, both of Washington City, accepted an invitation to visit the school for the purpose of introducing the kindergarten system of education into the "Old North State." They reached Trinity July 14, and remained one week, explaining and exemplifying, for the first and the only time in the State, the pure system of Froebel, before two hundred and twenty normal students, besides many citizens and visitors. They presented the system in its purity, beauty and power, practically demonstrated its efficiency in training the young.

A few members of the school had some general knowledge of the system and the principle on which it is based; but no one had thought, by the hundred part, that the Twenty Gifts of Froebel were the nucleus, of which accurate and extensive physical, mental and moral training, and of such vast unwritten volumes of information. In the hands of these skillful kindergartners, these Gifts as means of human culture, were made to flower and fruit in the richest profusion.

Correct answers of the children were made the basis of improvement; errors and blunders were artfully turned to advantage, and the plastic minds and bodies of the attentive children moulded like the modeling clay.

These kindergartners express great gratification at the cordial reception given them, and the deep interest manifested by the whole audience, from day to day, in the system they represent. Personally they exhibit the very highest culture, every attitude, motion, word and sentiment gratified the most refined taste and met the requirements of the purest Christian morality. Both equally devoted to their work, and successful in it, there is this distinction; Mrs. Pollock is the experienced mother; Miss Pollock is the cultured teacher.

W. H. PEGRAM.

DR. WILLARD of the Chicago High School, declares that school-room walls for the sake of pupils' eyes, should be tinted with a pinkish, greenish or bluish tinge, and the blackboards should be green, brownish or drab in color. He adds that it is a mistake to think that the board must be black to make the chalk mark distinct.

The Teacher Should Constantly Improve.

In no occupation is there such pressing need of freshness, possession of new thoughts, ideas and illustrations as in teaching. In none is there such a tendency to fall into "ruts," to do the same thing over and over in the same way. If the teacher could, he should annually take a journey, "go to Europe," read the newest and best literature, meet and converse with the best and brightest people—but alas! his purse forbids this. The time has not arrived when the teacher is paid what will enable him to do these things to enlarge and improve his mind. But he can

Take an Educational Journal,

for it is the cheapest and readiest way he can employ and improve himself as a teacher after he is prepared to teach. There is a vast number of teachers in this country who do not read one—and there is a vast number of poor teachers. Not every one of these would become a first-class teacher by reading an educational paper, it is true, but he would be far better with it than without it. An educational paper does not propose to do the work of instructing a teacher in the branches of knowledge which he is to teach. This is supposed to be done already. It is mainly valuable to instruct in the *art of teaching*. This is of as great if not of greater importance than the scholastic knowledge. Then, too, the teacher should know the views of leading educators on education. Again, he should know the progress that education is making in various parts of the world.

The NEW YORK SCHOOL JOURNAL is peculiarly fitted to benefit the teacher. It is edited by a teacher of twenty-five years experience in every grade of service in the school-room, assisted by teachers and writers of ability. It is published weekly, and makes a volume yearly of 600 pages equal to eight ordinary volumes of 300 pages each—a real cyclopædia of education, and all for \$2.00.

Public Opinion.

The most influential papers in the country have ever commended the JOURNAL, recognizing it as the leading organ on education:—"It is one of the best educational journals."—*Appleton's Monthly*. "The circulation is rapidly increasing, a result due to the excellence of its matter."—*Evening Post*. "Replete with matters of interest."—*N. Y. Sun*. "Is full of interesting matter."—*N. Y. Tribune*. "Of interest to teachers."—*N. Y. Times*. "Is well edited."—*Chicago Teacher*. "Its editorials are of a practical character and well written."—*Pa. School Journal*. "A valuable auxiliary."—*Forest and Stream*. "The representative exponent."—*Home Journal*. "A first-class representative of our educational interests."—*Mail*. "Carefully prepared."—*Witness*. "The best publication in the world."—*N. Y. State Ed. Journal*. But after all, you may think those teachers who have taken it some for six and seven years, would be the best judges.

Then read what the most prominent educators say about the NEW YORK SCHOOL JOURNAL:—

"No periodical exceeds it."—*Ex-Superintendent S. S. Randall, N. Y. City*. "I heartily recommend it to all teachers."—*Supt. Henry Kiddle, New York City*. "It deserves the praise and support of the profession."—*Pres. Hunter, N. Y. City Normal College*. "Able, fresh, lively and practical."—*Prof. Edward Brooks, Pa.* "It meets my idea of an educational paper."—*Prof. Wm. F. Phelps, Principal Whitewater, Wis. Normal School*. Says a Principal of one of the Normal Schools in Missouri: "I must have the SCHOOL JOURNAL." Says a Superintendent in Indiana: "Send me the JOURNAL, and the bill, no matter what it is." Says Miss Wright, a teacher of twenty-three years experience in Illinois: "I get poor pay, but I know too well the value of the JOURNAL to drop it." "If I do say it I am a good teacher and have to thank your paper for being so." "Just the thing for teachers; I do not see how a teacher can do without it." "I always find in it something to give me a better and more hopeful view of my profession." "I wish every true teacher could see it." "I look forward to its visits with pleasure." "I think it is a superior paper." "It is such as deserves the liberal support of the fraternity." "I have been reading the JOURNAL nearly four years, and have concluded that no teacher should be without it. Accept this expression of my thanks for your excellent and fruitful labors." "Your paper has been improving steadily and is ever welcome. May you continue long in the noble work for which you are evidently fitted." "I am more pleased than ever with the JOURNAL. It would be impossible for me to get along without it." "They will reduce my salary, but I should still take the JOURNAL, because it aids me greatly." "I have been kept out of the 'rut' by the JOURNAL; it is a great benefit to me." "I could not get along without it, because it suggests new things to me." "My school is noted for the deep interest of the scholars—it is all owing to the JOURNAL." "I thank you for the earnest spirit of help in its pages. It always encourages." So say thousands and so will you when you have been a subscriber for a few months.

How to have a Good School.

It is poor economy for any person to try to get along without the necessary tools of his business or profession; and these should be of the best. A wood-cutter would be unwise to use a poor axe, an artist a poor kind of paint, an engraver a poor chisel, etc., etc. And the same thing is true of the tools of the teacher. These are not school-books but his *professional knowledge, his art and skill in teaching, his ability to interest and manage his school* as well as his stock of knowledge.

Now there is no means so fitted to increase a teacher's skill in the management of his school, in interesting his scholars as a well edited educational journal. That teacher who does not take an educational journal is taking a sure means to render himself or herself less attractive and magnetic as a teacher. The demands of the school on the teacher are persistent day by day, and he must post himself thoroughly and enter fresh for his work or he will fail.

We present the NEW YORK SCHOOL JOURNAL as the best for the practical teacher. It costs \$2.00 a year, or four cents a week; and the expenditure of the same will be returned many times over in the extra skill and knowledge you will have; your school will show the effect of it. If you save this money it will be found poor economy enough, for your pupils will suffer more than you will save. If you want the sure proof read it below; see what a teacher gets by having the NEW YORK SCHOOL JOURNAL as a companion for a year. Let us take last year as an example.

The Record of 1877.

In looking over a bound copy of 1877, we notice there was a series of articles on the

Kindergarten

By Mrs. Louise Pollock, who is Principal of the Normal Kindergarten of America, located at Washington. One of these articles was pronounced by a County Superintendent as worth the price of the JOURNAL for a year. These articles are by one of the most skillful teachers in the world; what she says cannot be found in any book, and will not be for a long time. If published they would cost you at least \$1.50.

Fresh Dialogues.

There have appeared a series of Dialogues and Declamations that have been prepared by practical and capable teachers. Especially those by Mr. J. W. Barker, principal of Public School No. 4, in Buffalo deserve special notice, as they have great originality. Some of them have been called for, months after the edition was exhausted—offering 25 cents for a single number. Now when it is remembered that fresh dialogues conduce so much to the pleasure of a school reception their value will be appreciated. This department was worth a dollar at least.

Drawing.

The articles on this subject were of special interest because every teacher will soon be required to teach Drawing, and bearing this in mind we have arranged to have a series prepared by one of the most skillful teachers of the subject. We believe the series in 1877 was worth a dollar if reprinted in a book.

Primary Teaching.

Very few can teach little children as they ought to be taught. It is becoming more and more apparent that a great change in public sentiment has taken place. There is a feeling abroad, that the teacher of little children should be well prepared and well paid. The JOURNAL has taken special pains to help the Primary Teachers. This year we have given articles on the teaching of Arithmetic, by Supt. Calkins (New York City), that are of the highest value. This department is equal in value to the others.

Examination Questions.

We have given those employed in the Normal College and in the City College, because these being the High Schools of the City, will indicate what this great city regards as a suitable preparation for High School, and what this city means is important—for other cities will square themselves with New York. We have also added the questions proposed for State Certificates, as well as many others. Worth one dollar at least.

Methods of Teaching.

Several very remarkable papers by Supt. Thomas F. Harrison appeared in the JOURNAL. The teachers of New York appreciate Mr. Harrison; he is the embodiment of knowledge on the Art of Teaching. Every word he utters is valuable. That series was worth a dollar also.

Behavior in Schools.

The series on this subject by J. W. Phelps, was much commented upon by other papers on account of its clear statement of the case and its excellent views. Well worth the same sum.

Miss Sarah Sterling's Articles.

These by this earnest graduate from the Oswego Normal School, have proved very valuable and interesting. They are worth one dollar.

Music.

There have appeared a large number of choice pieces of music selected from new publications—really the cream of the books, and every one of them suited for the school-room. To have purchased these books for the sake of the music would have cost over five dollars.

Lessons on Objects.

A full series of articles on this subject have been given and are of great help to our subscribers. More than 75 objects were carefully analyzed and thus the teacher aided to benefit her class. Worth one dollar at least.

Letters by Mr. John Oakley.

"The School-master Abroad," has during the past four years visited every portion of the United States and Canada, and has described the schools in a most picturesque and delightful manner. He was one of the live teachers of N. Y. City, and thus able to see to advantage. Worth one dollar at least.

Things to be Told to the Scholars.

Over 200 things, new, fresh and interesting appeared under this head, and which, if a teacher had undertaken to find himself would have cost him weeks of labor. Worth one dollar. And so we could go on, for these are a *part only* of the valuable materials of which the JOURNAL was composed in 1877.

The Scholars of our Schools Should have Good and Pure Reading.

No fact is more lamentable than that the press is being powerfully used to corrupt and unsettle our youth. Especially it is to be noted that most of the story-papers made for boys and girls, deride the teacher and the school; the former is made out to be a tyrant whom it is right to treat with indignity; they claim that school-book knowledge is useless; they make the hero disobey his parents and teachers, run away from school, and yet contrary to God's Law and human experience, succeed better than the obedient, punctual scholar who stays at home! The effect of these papers which are printed by the hundreds of thousands is beginning to be felt. Frequent accounts appear in the daily papers of boys who commit crime and declare "they read of such things in the story papers." It is of no use to deny children the opportunity to read, for they will read. The true way is to *put good reading in their hands*. Besides they should be instructed to shun bad reading, just as they are taught to shun poisons.

The Scholar's Companion

is devoted to interesting the pupil in his own improvement; it will show the benefit of being a thorough scholar, of being punctual and obedient. The stories will throw a halo around the duties of the school-room. It will supplement what is taught there, and have something to say to enliven each study. While it is useful and attractive to any young person, it is especially fitted for those who are in the school-room, whose minds are awakened up by contact with the teacher's mind; it interests its readers in the subject of self-education. The SCHOLAR'S COMPANION will be found *indispensable to the school room*, because it "interests the pupil in finding out things." This is the language of the teachers. To teachers we say: We want the best compositions for publication, also incidents that show what boys and girls "can do when they try;" please remember that we ask your hearty co-operation and correspondence in the useful work. Send us fresh dialogues and declamations and any other things you deem valuable.

No Scholar Can Afford To Do Without It.

This is for these reasons: 1. It will create a constant desire for an education, and that is one of the noblest feelings a child ever has. Now it is a fact that a great deal of time is wasted because a pupil's energies are asleep. The COMPANION will wake him up to a sense of his needs and will develop and cultivate a love for knowledge, and thus prove a constant incentive to application. (2) New things are constantly being discovered in Geography and History for example, and this paper will lay them before its readers every month; these will be of great interest and profit. The questions proposed will interest young and old; it keeps all the faculties thinking and searching to answer them, and many a young child has taken new courage when it has succeeded, and it is announced in the paper—it becomes a new being afterwards. (3) The COMPANION exerts a powerful influence in bringing school and home nearer together. It will cause a greater appreciation of the teacher's work, especially of the newer and better methods of teaching now coming into use, because these will be alluded to in this paper. For these and many other reasons our paper is an indispensable SCHOLAR'S COMPANION. Desiring to increase its circulation we ask your attention to the excellent pay we give for little work. Read over the Premium List. Especially note the Dictionary—for every one needs that—you get the paper and Dictionary for less than what the latter would cost you.

Remember the paper is only 50 cents a year. Remember you can work for it in your neighborhood and earn a great deal of money and spend but little time. Write if you want to act as an agent and make \$100.00 or more. Remember there is no other paper like the SCHOLAR'S COMPANION.

Remember, subscribers only, obtain a premium by sending the name of another subscriber. Read the offer carefully. No premiums for renewing.

AMONG THE PUBLISHERS.

Iron-Clad Books.

Certainly a novelty, and one which may revolutionize the "school book question" if successful, is the new Iron Binding announced by Messrs. Barnes & Co. We understand that for a trifling advance in price and without altering materially the outward appearance of their publications they undertake to furnish books which they warrant will never come apart by wear and tear, and indeed no ordinary degree of violence makes any impression on them.

If we mistake not, this is a desideratum which will be cordially appreciated in many quarters. In almost every house are to be found school books in all degrees of dilapidation. Fortunate the scholar who is more than half through his book before it comes apart. Thenceforth he must struggle with the fragments, losing, perhaps, an important chapter or two before he reaches it and disgustedly buying a new one.

That a book which has been thoroughly studied should survive for the next child of the family in course, is unheard of. And so the volume of complaint against the unending cost of school books rises without ceasing to high heaven.

But it strikes us that the way in which this invention is most likely to be useful and to soothe the exasperated parent is by the facilities which it will afford for the extension of the free-book system—that is, furnishing books like other school facilities, out of the common fund, as is now done in New York city and a few other places. But the expense of the frail manuals that we are accustomed to, from the necessity of frequent renewal, makes the item too heavy for the ordinary tax budget, and few dare to propose, still fewer to act upon it. Suppose, however, that the expense needs to be incurred but once, and that the books, like the desks, remain in permanent use. It needs no argument to demonstrate that true economy for the community lies in the system of wholesale purchase by Boards of Education and loaning to the scholars. In this way the highest ideal of an absolutely free education is realized.

What the interest of a publisher can be in introducing this extraordinary improvement, (which must surely diminish his sales) is a subject for reflection. We can only suppose that the firm who have undertaken it believe that their own ultimate success depends upon the broadest and most liberal view of the service they can render the public, and in this, if we are not greatly mistaken, experience will confirm them.

SHELDON AND COMPANY.

Sheldon & Company offer to our educators this Fall three entirely new text books. The first is "The Elements of Natural Philosophy" by Prof. Elroy M. Avery of the East High School, Cleveland. This book has been used by Prof. Avery in his classes some two or three years before he offered it for publication. It has thus been found to just fit the wants of the class room. It is one of the most elegantly illustrated text books of its class, which has never been published. The experiments are well adapted to their purpose. The chapters on Electricity and Energy are very remarkable. It is a book which will make its mark and which every enterprising teacher should at once see. The publishers offer to send a sample copy for the low price of 50 cts.

The "Elements of Rhetoric and Composition" is by Prof. D. J. Hill of the University of Lewisburg, and author of the "Science of Rhetoric," which was published a year since. This is the most practical book on this subject which we have yet seen. It conducts the learner through every process of composition from first to last, and is clear and simple in style. It is safe to say that it contains scarcely a word which could be omitted; and omits nothing which a book on this subject should contain.

The "Elements of Bookkeeping," by Prof. Palmer, for many years in the College of New York, is a very attractive book. A really good elementary work on Bookkeeping—one

which begins with the most simple, every-day transactions of life—one which is easy of comprehension and yet thorough in treatment, has long been needed in our text book literature. Prof. Palmer has prepared a book which will meet this great want. Price for introduction, 66 cts.

New and Valuable School Publications.

We would call the particular attention of our readers to the advertisement of Potter Ainsworth & Co's list of books on the last page. Teachers, superintendents, school directors, and all interested in the education of the young will find satisfaction by examining these books. Payson, Dunton & Scribner's system of penmanship is very popular, and it was the only system of school copy books at the Great World's Fair held at Philadelphia in 1876, that received a medal. The immense sale of these books speaks for itself. Those educators who have not seen the new Spelling Blanks, Grammar and Language Lesson Blanks published by this firm, should lose no time in procuring copies. They save time as well as promote interest, they greatly assist both teacher and student.

Potter, Ainsworth & Co. are always glad to respond to any inquiry made either in person or by letter, respecting their publications. They take pride in answering all letters relative to their books. Catalogue will be sent on application.

COLLINS AND BROTHER.

The list published by this firm contains eminently good books. If other books may be used by the pupils, the teacher does not feel satisfied unless he owns many of these for reference; these publications are as indispensable as Webster's Dictionary. Especially may we say of Olmsted's College Astronomy that it is one of the best works on this subject. It sets forth in a perfectly clear manner the great leading truths concerning the planets, their motions, the mode of measuring the distance of each from the sun and each other; it is extensively used in the colleges.

GEO. R. LOCKWOOD.

We beg to draw the attention of our readers to the advertisement of George R. Lockwood, which is to be found on the first page—especially to his stock of Educational Books in the Modern Languages—both American and imported. Having been engaged for many years in the importation of this class of books, his stock presents great advantages to all those who are interested in the study of the languages, and owing to the fall in gold the prices have been accordingly reduced.

But not only has he a large stock of Imported Books, but also a full assortment of all School Books published in this country in all the various branches of education, and which he also offers at low prices.

The Robertsonian system of teaching Modern Languages is increasing in popularity, the sales of the last year exceeding previous ones. We can easily understand why it should be so, for the more this system is known, the more it will be appreciated. It combines the advantages of Manesca in its frequent repetition and its oral exercises, Noel and Chapsal, and Lévassac in its Syntax, Ollendorff in its dialogues, and Hamilton in its exercises for composition. It richly merits the attention of all who are studying French or Spanish.

The Angular System of Writing.

The course of Ladies' Angular Hand Copy Books, published by George R. Lockwood of this city, are peculiar and merit attention. This style of writing, now becoming quite popular, has been for a long time the standard for ladies' writing in England, so that it is very generally known as the "English hand." It has, to a very large extent in fashionable society, taken the place of the round, or rather oval hand, and is popular with ladies. It possesses many advantages, for, being formed on the principle of the angle, instead of the ellipse, it can be written with a greater degree of ease, and more rapidly than the oval hand. It can also be more easily acquired, since a perfect

angle can be formed with much less effort than a tolerable ellipse, even after much study and practice. We would recommend to our readers to send for some one of the books or even a whole set for examination.

W. J. WIDDLETON.

Supplee's "Trench on Words," published by W. J. Widdleton.

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